DOCUMENT RESUME

ED 117 015 SO 008 850

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TITLE General Social Studies: Citizen '76/American Issues: 042524 and 042525.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 75
NOTE 73p.; An authorized Course of Instruction for the Quinmester Program
AVAILABLE FROM Textbook Services, 7001 Southwest Fourth Street, Miami, Florida 33144 ($4.75)

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Citizen Role; *Citizenship Responsibility; *Colonial History (United States); *Community Programs; Credit Courses; Curriculum Guides; Educational Radio; Educational Resources; Educational Television; Learning Activities; Secondary Education; Social Studies; *Social Studies Units; *United States History
IDENTIFIERS American Issues Forum; Bicentennial; *Quinmester Program

ABSTRACT

This curriculum guide presents the outline of a senior high school quinmester course which offers credit for participation in specific activities related to the Bicentennial commemoration. Based on the Citizen '76/American Issues Forum, the unit activities relate to special radio and television programs. The objectives of the program are to foster student interest in governmental and community concerns and to provide data to students so they may better perform as informed citizens. To meet the individual needs of students, teachers, and school programs, the course requirements are designed in a flexible manner. Series of both required and optional activities and corresponding reading lists make up the unit. Learning activities consist of participation in independent research, discussion groups, forums, and workshops related to issues underscored during the Bicentennial. (Author/JR)

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QUINMESTER PROGRAM · DADE COUNTY PUBLIC SCHOOLS · DIVISION OF INSTRUCTION · 1975 · 042524 ☆ ☆ 042525

CITIZEN '76

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ED117015

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GENERAL SOCIAL STUDIES: CITIZEN '76/AMERICAN ISSUES

Course No. 042524 & 042525

Written by Louise Harms & Ray Hayes

for the

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Dade County Public Schools
Miami, Florida
1975

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
7001 S. W. 4 Street
Miami, Florida 33144

Price: $ 4.75

GENERAL SOCIAL STUDIES: CITIZEN '76/AMERICAN ISSUES

Course No: 042524 & 042525

Overview: A study of monthly topics as outlined by the American Issues Forum and participation in the television/radio program series Citizen '76.

Objectives: To develop greater interest in governmental and community concerns on the part of the senior high school student and to provide data for students so that they may better perform as informed citizens.

Content: A series of required and optional activities are performed including participation in independent research, discussion groups, forums and workshops related to issues underscored during the Bicentennial commemoration and beyond.

Selection consideration: Student interest. Enrollment is determined by the teacher/principal. Credit may be earned in Language Arts and Social Studies.

TO THE PARTICIPATING TEACHER

The purpose of this quinmester course, Citizen '76/American Issues Forum, is to offer an opportunity for senior high school students to gain academic credit for participation in some specific activities related to the commemoration of our nation's Bicentennial. The course requirements are designed in a flexible manner so that the course may be adapted to meet the varying needs of individual students, teachers, and school programs. For example, the specific monthly activity requirements may be modified at the discretion of the participating teacher and/or department chairperson. Likewise, based on the availability of books and the reading level of the students substitutions in this area may also be made.

REQUIRED COURSE ACTIVITIES

1. The following must be completed by each student taking the course Citizen '76/American Issues:

   a. The viewing of at least two of the monthly Citizen '76 programs (see attached schedule) and satisfactorily completing the viewing/listening log.

   b. The viewing of at least two Our Story television programs (see attached schedule) and satisfactorily completing the viewing/listening log.

   OR

   The participation, through listening and calling into, one of the Saturday morning American Issues Forum radio programs (see attached schedule and synopsis) and satisfactorily completing the viewing/listening log.

   c. The reading of at least one book in each of two months from the American Library Association monthly topic bibliography (attached) and the satisfactory completion of the book critique form.

   OR

   The reading of one or two supplementary books designated by the teacher and/or librarian.

2. The student must complete successfully at least one activity in each of two different month's activities lists (lists attached).

3. From the following list at least one activity must be satisfactorily completed by the student:

a. Attendance and participation in two of the monthly topic forums, seminars or workshops related to the American Issues Forum or attendance and/or participation in at least two Citizen '76/American Issues television programs (see attached schedule) and satisfactorily complete the participation log.

b. Participate in the Local Focus on Citizen '76 program by attending at least four meetings of the Metro-Dade County Commission or Metro boards (a weekly schedule is available from the social studies department chairperson) and satisfactorily complete the participation log.

c. Participation in the Bicentennial Youth Debates on at least the school level (list of school contact persons and program requirements attached).

d. The organizing by the student of his/her own issues forum in the school (suggested format attached).

e. The writing of a research paper (suggested model attached).

f. A related activity designated by the participating teacher and/or department chairperson.

INSTRUCTIONS TO THE DIRECTING TEACHER

1. The Citizen '76/American Issues course is designed as either a credit course to be taken in addition to existing courses in social studies or language arts or to use as a structure for already established courses such as Social Studies Seminar or Great Issues in American History.

2. Each student taking the Citizen '76/American Issues course should:

   a. Be apprised of the required course activities.

   b. Have an individual program designed for him/her by the teacher on the form provided.

   c. Execute a contract to be retained by the teacher specifying terms under which credit shall be given.

3. In designing individual student programs and specifying contract terms, teachers may wish to modify requirements according to the ability level of the student. The course has been designed with this in mind.

Name of Student

Date

CITIZEN '76/AMERICAN ISSUES VIEWING/LISTENING

Students should complete all numbered items.

1. Name of Program_____

2. Date of Program_____

3. Time of Program_____

4. Evaluation:

   a. On what issue was the program based?

   b. Who were the participants in the program? (circle)

      (1) students (2) teachers (3) community leaders

      (4) other (describe)_____

   c. Summarize the discussion during the program.

   d. State your agreement or disagreement with the points made during the program and the reasons for your conclusions.

Evaluation (by teacher)

1. Inadequate

2. Acceptable

3. Superior

Comments:

CITIZEN 76 / AMERICAN ISSUES FORUM

FORUM ISSUE	Channel 2 (Day-60 min) 3:00 - 4:00	Channel 17 (Evening) 9:30-10:30	Channel 17 Replay (30 min) PART I	Channel 17 Replay (30 min) PART II	Times of Daily Replay
"Introduction"	9-9-75	9-9-75	9-10-75	9-11-75	A.M.: 7:25
"A Nation of Nations"	9-23-75	9-16-75	9-17-75	9-18-75	8:20
"The Land of Plenty"	10-7-75	10-7-75	10-8-75	10-9-75	9:20
"Certain Unalienable Rights"	11-11-75	11-11-75	11-12-75	11-13-75	10:22
"A More Perfect Union"	12-2-75	12-2-75	12-3-75	12-4-75	11:17
"Working in America"	1-6-76	1-6-76	1-7-76	1-8-76	11:55
"The Business of America"	2-3-76	2-3-76	2-4-76	2-5-76	P.M. 12:45
"America in the World"	3-2-76	3-2-76	3-3-76	3-4-76	1:20
"Growing Up In America"	4-13-76	4-13-76	4-14-76	4-15-76	1:55
"...And the Pursuit of Happiness"	5-4-76	5-4-76	5-5-76	5-6-76	2:30
					3:05
					3:40
					4:15

OUR STORY

TITLE	Channel 17 (Evening) 9:30-10:00	Channel 17 (P.M.Replay) 9:30-10:00	Channel 17 (Day)	(Replay)	Times of Day Play and Replay
"Peach Gang, Part I"	9-24-75	9-25-75	9-24-75	9-25-75	A.M. 7:25, 8:20,
"Peach Gang, Part II"	10-1-75	10-2-75	10-1-75	10-2-75	9:20, 10:22, 11:17, 11:55,
"Eliza"	10-15-75	10-16-75	10-15-75	10-16-75	P.M.12:45, 1:20, 1:55, 2:30,
	11-19-75	11-20-75	11-19-75	11-20-75	3:05, 3:40, 4:15

Six additional programs To Be Announced — Dates

RELATED ISSUES FILMS

Channel 17 (Refer to Channel 17 Schedule for Quinmester Preview and Support Films)

TITLE	DATE*	TITLE	DATE*
"America and the Americans, Part I"	9-3-75	"Evans Corner"	4-28-76
"Ballad of the Iron Horse"	10-22-75	"Teddy Roosevelt: Right Man at the Right Time"	4-29-76
"Our Vanishing Land"	10-29-75	"Violin"	5-19-76
"Bill of Rights in Action - The Right of Privacy"	11-26-75	"Twenty-nine Boom and the Thirties Depression"	5-20-76
"U.S. Supreme Court:Guardian of the Constitution"	12-17-75	"Why Man Creates"	5-26-76
"Industrial Revolution - The Beginning in the U.S."	1-14-76	"The Twenties"	5-27-76
"World of Work"	1-21-76	"Sixth Continent"	6-2-76
"Andrew Carnegie:Gospel of Wealth"	2-18-76	"World War I - Role of the U.S.A."	6-3-76
"Consumer Power-Whistleblowing"	2-25-76	"Geology of the Grand Canyon"	6-9-76
"America and the Americans, Part II"	3-17-76	"World War II- Prologue U.S.A."	6-10-76
"Detente with a Timely Report"	3-24-76		

*TIMES DAILY: A.M.:7:25, 8:20, 9:20, 10:22, 11:17, 11:55
P.M.:12:45, 1:20, 1:55, 2:30, 3:05, 3:40, 4:15

Citizen 76/Focus on Government will be seen on Channel 2 at 3:00 P.M. on the 4th Tuesday of each month. Replay on Channel 17 at 9:30 P.M.

AMERICAN ISSUES RADIO FORUM

The American Issues Radio Forum will be aired on Saturday mornings from 9:00 a.m. to 12:00 p.m. on WLRN-FM (91.3) on the dates listed below. Interested persons will be able to call in questions, via a toll-free number which will be announced on the programs.

September 6	A Nation of Nations
October 4	The Land of Plenty
November 1	Certain Unalienable Rights
November 29	A More Perfect Union: The American Government
January 10	Working in America
February 7	The Business of America
March 6	America in the World
April 3	Growing Up in America
May 1	Life, Liberty, and the Pursuit of Happiness

Name of Student

Date

CITIZEN '76/AMERICAN ISSUES PARTICIPATION LOG

Students should complete all numbered items.

1. Type of event _____
   (Citizen '76 Program, forum, workshop, BYD, etc.)
2. What was the date of the event? _____ time _____
3. Describe your method of participation (panel member, audience member, discussion leader, etc.) _____
4. What amount of time did your participation involve? _____
5. Summarize the points discussed during the event.

6. State your agreement or disagreement with the points made during the event and the reasons for your conclusions.

Evaluation (by teacher)

1. Inadequate
2. Acceptable
3. Superior

Comments:

Name of Student

Date

Evaluating Teacher

BOOK CRITIQUE FORM

Students should complete all numbered items.

1. Title of Book _____

2. Author(s) _____

3. Length of Book _____ pages

4. Approximate time required for completion _____

5. Summarzie the points made in the book.

6. State your agreement or disagreement with the points reached in the book and the reasons for your conclusions.

Evaluation (by teacher)

1. Inadequate

2. Acceptable

3. Superior

Comments:

FINAL SELECTIONS, ADULT LIST, ALA-NEH BICENTENNIAL READING
(See School Bicentennial Representative or Librarian for Annotated Bibliography)

I. "A Nation of Nations"

A. The Founding Peoples

Kate Caffrey, The Mayflower

Clarence Ver Steeg, The Formative Years, 1607-1763

Benjamin Franklin, Autobiography

Sherman Edwards, 1776 (record)

Catherine Drinker Bowen, John Adams and the American Revolution

Elizabeth Page, Tree of Liberty

Clinton Rossiter, Seedtime of the Republic

Gary Nash, Red, White, and Black

B. Two Centuries of Immigrants

Oscar Handlin, The Uprooted

Ann Novotny, Strangers at the Door

Mary Antin, The Promised Land

Willa Cather, My Antonia

John F. Kennedy, A Nation of Immigrants (and film)

John Higham, Strangers in the Land

Carey McWilliams, North from Mexico

Nation of Immigrants (tape)

C. Out of Many, One

Land of Immigrants (film)

Winthrop D. Jordan, The White Man's Burden

Alice Lee Marriott, American Epic

Stan Steiner, La Raza

Bill Hosokawa, Nisei, the Quiet Americans

William Saroyan, My Name is Aram

Herman Wouk, City Boy

Nathan Glazer and Daniel P. Moynihan, Beyond the Melting Pot

D. We Pledge Allegiance

Pledge of Allegiance (film)

Henry David Thoreau, Civil Disobedience and Other Essays

W.E.B. DuBois, Souls of Black Folk

Martin Luther King, I Have a Dream (record)

Arthur Miller, The Crucible

Richard H. Rovere, Senator Joe McCarthy

Lillian Schlissel, ed., Conscience in America

Theodore Roszak, The Making of a Counter Culture

II. "The Land of Plenty"

A. A Shrinking Frontier?

Elliott Arnold, Blood Brother

Richard C. Wade, The Urban Frontier

Pioneer Saga (tape)

Mark Twain, Life on the Mississippi

Rose Wilder Lane, Let the Hurricane Roar

Bernard De Voto, Year of Decision: 1846

A. B. Guthrie, The Way West

George R. Stewart, Ordeal by Hunger

B. The Sprawling City

Constance McLaughlin Green, The Rise of Urban America

Ray Ginger, Altgeld's America

Sinclair Lewis, Main Street

Harrietta Arnow, The Dollmaker

West Side Story (record)

Urban Slurb (tape)

Lewis Mumford, The Urban Prospect

Edward C. Banfield, The Unheavenly City; The Unheavenly City Revisited

C. Use and Abuse in the Land of Plenty

David M. Potter, People of Plenty

Barbara Ward, Only One Earth

Rachel Carson, Silent Spring

Alexander B. Adams, Eleventh Hour

National Geographic, As We Live and Breathe

The Appalling Waste (tape)

Glendon Swarthout, Bless the Beasts and Children

Barry Commoner, The Closing Circle

D. Who Owns the Land

Edna Ferber, Cimarron

Conrad Richter, The Trees; The Fields; The Town

Stewart Udall, National Parks of America

National Parks (film)

Marcus Cunliffe, The Right to Property

Vergil J. Vogel, ed., This Country Was Ours

Walter J. Hickel, Who Owns America?

III. "Certain Inalienable Rights"

A. Freedom of Speech, Assembly, and Religion

Irving Brant, The Bill of Rights

Bill of Rights in Action (film series)

Marion L. Starkey, The Devil in Massachusetts

Jessamyn West, Friendly Persuasion

Zechariah Chafee, Jr., Free Speech in the United States

John P. Roche, The Quest for the Dream

Martin Oppenheimer, A Manual for Direct Action

Steven Kelman, Push Comes to Shove

B. Freedom of the Press

Leonard W. Levy, Freedom of the Press from Zenger to Jefferson

Harold L. Nelson, Freedom of the Press from Hamilton to the Warren Court

W. A. Swanberg, Citizen Hearst

Sanford J. Ungar, The Papers and the Papers

Timothy Crouse, The Boys on the Bus

Harry S. Ashmore, Fear in the Air

Bob Woodward and Carl Bernstein, All the President's Men

John Tebbel, The Media in America

C. Freedom from Search and Seizure

Robert K. Murray, Red Scare

Maisie and Richard Conrat, Executive Order 9066

Vance Packard, The Naked Society

Edward V. Long, The Intruders

Alan F. Westlin, Privacy and Freedom

A. R. Miller, The Assault on Privacy

Joseph Wambaugh, The New Centurions

D. Equal Protection Under the Law

James Baldwin, The Fire Next Time

In White America (record)

Louis L. Knowles and Kenneth Prewitt, Institutional Racism in America

Emily Hahn, Once Upon a Pedestal

Anthony Lewis, Gideon's Trumpet

John Holt, Escape from Childhood

Tom Wicker, A Time to Die

IV. "A More Perfect Union -- The American Government"

A. "In Congress Assembled...": A Representative Legislature

James Madison, et al., The Federalist Papers

John F. Kennedy, Profiles in Courage

Neil MacNeil, Forge of Democracy

Mark J. Green, et al., Who Runs Congress?

Eric Redman, The Dance of Legislation

John Gardner, In Common Cause

Point of Order (record)

Continental Congress -- 1976 (film)

B. A President: An Elected Executive

Clinton Rossiter, The American Presidency

Benjamin Thomas, Abraham Lincoln

William E. Leuchtenburg, Franklin D. Roosevelt and the New Deal

Allen Drury, Advise and Consent

Merle Miller, Plain Speaking

Sinclair Lewis, It Can't Happen Here (record)

Dan Rather and Gary Paul Gates, The Palace Guard

Arthur M. Schlesigner, Jr., The Imperial Presidency

C. The Government: The Growth of Bureaucracy

Harry Tipper, Jr., The System and What You Can Do With It

Alan Barth, Prophets with Honor

Bill and Nancy Boyarsky, Backroom Politics

Charles Frankel, High on Foggy Bottom

Don K. Price, The Scientific Estate

Daniel P. Moynihan, Maximum Feasible Misunderstanding

J. W. Fulbright, The Pentagon Propaganda Machine

Ben J. Wattenberg, The Real America

D. "By Consent of the States..."

Robert Penn Warren, All the King's Men

Neal R. Peirce, Megastates of America

Gene Graham, One Man, One Vote

Edwin O'Connor, The Last Hurrah

Governing the Metropolis (tape)

The Public Will (film)

William Riordan, Plunkitt of Tammany Hall

Mike Royko, Boss

V. "Working in America"

A. The American Work Ethic

Benjamin Franklin, Poor Richard's Almanac

Sinclair Lewis, Babbitt (and record)

Ayn Rand, The Fountainhead

William L. O'Neill, ed., Women at Work

C. Northcote Parkinson, Parkinson's Law

William H. Whyte, The Organization Man

Studs Terkel, Working

Fred Best, The Future of Work

B. Organization of the Labor Force

William A. Cahn, Pictorial History of American Labor

Kenneth Stampp, The Peculiar Institution

Upon Sinclair, The Jungle

Patrick Renshaw, The Wobblies

Richard Bissel, 7 1/2 Cents (and The Pajama Game, book and record)

Rachel Scott, Muscle and Blood

Joan London, So Shall Ye Reap

Thomas R. Brooks, Toil and Trouble

C. The Welfare State: Providing a Livelihood

James Agee and Walker Evans, Let Us Now Praise Famous Men

David A. Shannon, The Great Depression

John Steinbeck, The Grapes of Wrath

Michael Harrington, The Other America

Richard M. Elman, The Poorhouse State

Robert Coles, Still Hungry in America

Doris and David Jonas, Young Till We Die

Lucy Komisar, Down and Out in the U.S.A.

D. Enjoying the Fruits of Labor

William E. Woodward, The Way Our People Lived

Wilma Dykeman, Return the Innocent Earth

David Riseman, The Lonely Crowd

John Kenneth Galbraith, The Affluent Society

Steffan Linder, The Harried Leisure Class

Arthur Daigon and Ronald LaConte, Good Life U.S.A.

Kurt Vonnegut, Jr., God Bless You, Mr. Rosewater

Foxfire Book 1 and 2

VI. "The Business of America..."

A. Private Enterprise in the Marketplace

Robert L. Heilbroner, The Worldly Philosophers

Thomas C. Cochran, Business in America

Milton Friedman, Capitalism and Freedom

Roger Burlingame, Henry Ford

Caroline Bird, The Invisible Scar

Arthur Miller, Death of a Salesman

Shepard Mead, How to Succeed in Business Without Really Trying (and record)

Ben B. Seligman, Most Notorious Victory

B. Empire Building: Cornering the Market

Peter Drucker, The Concept of the Corporation

Matthew Josephson, The Robber Barons

Edward Chase Kirkland, Industry Comes of Age

Frank Norris, The Octopus

Martin Mayer, Wall Street

Lillian Hellman, The Little Foxes; Another Part of the Forest

Laurence Peter, The Peter Principle

Robert Townsend, Up the Organization

C. Subsidizing and Regulating: Controlling the Economy

William Ebenstein, Today's Isms: Communism, Facism, Capitalism

C. Wright Mills, The Power Elite

Robert L. Heilbroner, The Limits of American Capitalism

John Kenneth Galbraith, The New Industrial State

Morton Mintz, America Inc.

D. Selling the Consumer

David Ogilvy, Confessions of an Advertising Man

Jerry Della Femina, From Those Wonderful Folks Who Brought You Pearl Harbor

Marshall McLuhan, The Mechanical Bride

Daniel J. Boorstin, The Image, or What Happened to the American Dream?

Joe McGinnis, The Selling of the President 1968

Ralph Nader, Unsafe at Any Speed

Jenifer Cross, The Supermarket Trap

Richard Altschuler and Nicholas Regush, Open Reality

VII. "America in the World"

A. The American "Dream" Among Nations

Stewart H. Holbrook, Dreamers of the American Dream

Charles Dickens, American Notes

Henry James, The Ambassadors

Brent Ashabranner, Moment in History

David Madden, American Dreams, American Nightmares

Robert Hargreaves, Superpower

Tad Szulc, Innocents at Home

U. S. News and World Report, Good Things About the U. S. Today

B. The Economic Dimension

William Appleman Williams, Contours of American History

Walter LaFeber, The New Empire

Gunnar Myrdal, Challenge to Affluence

Barbara Ward, Rich Nations, Poor Nations

D. P. Calleo and B. M. Rowland, America and the World Political Economy

Ronald Segal, The Decline and Fall of the American Dollar

Richard Barnet and Robert Muller, Global Reach

C. A Power in the World

Richard W. Van Alstyne, The Rising American Empire

Elinor Fuchs and Joyce Antler, Year One of the Empire

George F. Kennan, American Diplomacy, 1900 - 1950

John Lewis Gaddis, The United States and the Origins of the Cold War

William Appleman Williams, The Tragedy of American Diplomacy

Ronald Steel, Pax Americana

William J. Lederer, The Ugly American

David Halberstam, The Best and the Brightest

D. A Nation Among Nations

Clark M. Eichelberger, The U.N.: The First Twenty-Five Years

I. L. Claude, Jr., The Changing United Nations

Shirley Hazzard, Defeat of an Ideal

Charles Yost, Conduct and Misconduct of Foreign Affairs

Robert Jewett, The Captain America Complex

Frances FitzGerald, Fire in the Lake

J. W. Fulbright, Crippled Giant

VIII. "Growing Up in America"

A. The American Family

John Demos, Little Commonwealth

Thornton Wilder, Our Town

Richard Wright, Black Boy; Native Son

James Agee, A Death in the Family

Dore Schary, Sunrise at Campobello

Maya Angelou, I Know Why the Caged Bird Sings; Gather Together in My Name

Lorraine Hansberry, Raisin in the Sun (and Raisin record)

Louise K. Howe, The Future of the Family

B. Education for Work and for Life

Louise Hall Tharp, The Peabody Sisters of Salem

Jacques Barzun, The American University

J. D. Salinger, The Catcher in the Rye

Paul Goodman, Growing Up Absurd

Alex Haley, The Autobiography of Malcolm X (and record)

Claude Brown, Manchild in the Promised Land

Jonathan Kozol, Death at an Early Age

James D. Koerner, Who Controls American Education?

C. "In God We Trust"

Sydney E. Ahlstrom, A Religious History of the American People

Philip Garvin, Religious America (and film series)

Will Herberg, Protestant, Catholic, Jew

Jerome Lawrence, Inherit the Wind

William O. Douglas, The Bible and the Schools

Harvey Cox, The Secular City

Nat Freedland, Occult Explosion

Linda Goodman, Sun Signs

D. A Sense of Belonging

Eugene Genovese, Roll, Jordan, Roll

Ralph Ellison, Invisible Man

Vance Packard, A Nation of Strangers

Elliott Liebow, Tally's Corner

N. Scott Momaday, House Made of Dawn

Carl Rogers, On Becoming a Person

John Powell, Why Am I Afraid to Tell You Who I Am?

Sharon R. Curtin, Nobody Ever Died of Old Age

IX. "Life, Liberty, and the Pursuit of Happiness"

A. The Rugged Individualist

Henry David Thoreau, Walden.

John G. Cawelti, Apostles of the Self-Made Man

Ernest Gaines, The Autobiography of Miss Jane Pittman

Helen Keller, The Story of My Life (and The Miracle Worker)

Ernest Hemingway, The Old Man and the Sea

Theodore Rosengarten, All God's Dangers

Saul Bellow, The Adventures of Augie March

Leo Beuerman (film)

B. The Dream of Success

Richard M. Huber, The American Idea of Success

Booker T. Washington, Up from Slavery

Marcia Davenport, Valley of Decision

Theodore Dreiser, An American Tragedy

F. Scott Fitzgerald, The Great Gatsby

Budd Schulberg, What Makes Sammy Run?

Bernard Malamud, The Natural

Charles Schulz, You're a Good Man, Charlie Brown (record)

C. The Pursuit of Pleasure

Lloyd Goodrich, ed., Three Centuries of American Art

Antonia (film)

Lawrence Ritter, The Glory of Their Times

Colin Fletcher, The Compleat Walker

Ezra Goodman, The Fifty-Year Decline and Fall of Hollywood

Nick Cohn, Rock from the Beginning

Jack Kerouac, On the Road

Tom Wolfe, The Kandy-Kolored Tangerine Flake Streamline Baby

D. The Fruits of Wisdom

Why Man Creates (film)

Erich Fromm, The Art of Loving

LeRoi Jones, Blues People

Martin Mayer, About Television

Norman Mailer, Armies of the Night

Charles A. Reich, The Greening of America

Alvin Toffler, Future Shock

Carlos Castenada, The Teachings of Don Juan

X. "General"

James Truslow Adams, Atlas of American History

Frederick Lewis Allen, Only Yesterday; Since Yesterday; The Big Change

American Heritage publications:

American Heritage Magazine

American Album

American Century: 100 Years

American Manners and Morals

Cookbook

Great Historic Places

Great Stories of the American Businessman

History of American Business

History of the American People (4 volumes)

Pictorial Atlas of United States History

Pictorial History of the Civil War

Pictorial History of the Presidents

Songbook

Thirteen Colonies

Lerone Bennett, Jr., Before the Mayflower

Daniel J. Boorstin, The Americans (3 volumes)

Sara and John E. Brewton, America Forever New

Van Wyck Brooks and Otto Bettmann, Our Literary Heritage

B. A. Botkin, A Treasury of American Folklore

Alistair Cooke's America (and film)

Donald E. Cooke, Our Nation's Great Heritage

Alexis de Tocqueville, Democracy in America

Carl N. Degler, Out of Our Past

Mary Dohan, Our Own Words

Richard M. Dorson, America in Legend

John Dos Passos, U.S.A.

Shelby Foote, The Civil War (3 volumes)

John Hope Franklin, From Slavery to Freedom

Eric F. Goldman, Rendezvous with Destiny

Middleton Harris, Black Book

Richard Hofstadter, The American Political Tradition and the Men Who Made It

Langston Hughes, et al., A Pictorial History of Black Americans

Charles Hurd, A Treasury of Great American Quotations

Sidney Kaplan, The Black Presence in the Era of the American Revolution

Max Lerner, America as a Civilization

Samuel Eliot Morison, The Oxford History of the American People

H. L. Mencken, The American Language (abridged edition by Raven I. McDavid)

The Musical Heritage of America (3 volumes, record and cassette)

Edward R. Murrow, I Can Hear It Now (records)

National Geographic publications:

The American Indian

America's Historylands

America's Wonderlands

We, the People

The White House

People's Bicentennial Commission, America's Birthday

Rand McNally Pictorial Atlas (and Franklin Folsom, Give Me Liberty)

Time Life publications:

Life History of the United States (12 volumes)

The Old West (8 volumes to date)

This Fabulous Century (8 volumes)

Frederick Jackson Turner, The Frontier in American History

Ruth Murray Underhill, Red Man's America

Walt Whitman, Leaves of Grass

U. S. News and World Report, 200 Years

RESEARCH PAPER - SUGGESTED MODEL

1. Length of Paper 1500 words.

2. Topics:

   Anyone of the monthly issues topics or subtopics of the American Issues Forum Program or the Bicentennial Youth Debates topics:

   a.

   b.

   c.

3. Sources: any of the books listed in the American Library Association American Issues Forum Bibliography (attached) or information derived from any of the activities engaged in through the Citizen '76/ American Issues course.

4. Evaluation: at the discretion of the teacher.

SUGGESTED FORUM FORMAT

1. The student should present to the teacher an outline of the plan by which he/she wishes to conduct the forum. The outline should contain information on:
   a. The type of forum it will be (panel, group discussion, lecture, etc.).
   b. The specific participants (a class, club, student/faculty, large group, small group, etc.)
   c. The time and place of the forum.
   d. The preparation anticipated prior to discussing the issues.
2. The teacher should give final approval to the requirements of the outline and evaluate the forum's effectiveness.

DESCRIPTION OF BICENTENNIAL YOUTH DEBATES

The Bicentennial Youth Debates is supported by a grant from the National Endowment for the Humanities. It is also a project of the Speech Communication Association, a professional service organization created to promote study, criticism, research, teaching, and application of the principles of speech communication.

The program will involve youth across the country in an examination of American history and values, and will offer every high school and college age youth in the nation the opportunity to participate in forensic events at the local level. Substantial awards will be given to outstanding participants at various levels of competition.

The topics have been derived from the AMERICAN ISSUES FORUM. Among the areas addressed by the program will be the rights of individuals, the obligations of society, the work ethic, the role of business in government, and the effects of urbanization. In short, Bicentennial Youth Debates will involve young people in an exploration of the fundamental human issues at the core of the American experience. Greater awareness of the past will increase appreciation for the continuity of our heritage, while providing the basis for change.

Outstanding Americans have lent their support to the project by serving as members of the National Advisory Council. Initial members include: Joseph Block, William F. Buckley, Jr., Walter Cronkite, Arthur Goldberg, Barry Goldwater, Patricia Roberts Harris, George Meany and Dean Rusk.

The Bicentennial Youth Debates will be a national event organized on a local level. A broad notion of debate is reflected by the formats selected: Lincoln-Douglas Style Debate, Extemporaneous Speaking, and Persuasive Speaking. The program has two major aspects: contest events and community events. Contests involve a network of local, district, sectional, and regional events commencing in September, 1975, and culminating in a national conference and competition in Washington, D. C. in June, 1976. Civic and community organizations will be encouraged to invite Bicentennial Youth Debate participants to present programs on the various topic areas and to interact with organization members.

Cost of Entry

There are no charges, fees, or expenses incurred by any student choosing to enter the Bicentennial Youth Debates. All materials are provided free of charge by the Bicentennial Youth Debates. The first two levels of the Bicentennial Youth Debates contest events are held within the school and the community; travel funds are being raised for students advancing to higher levels of the program.

Contest Formats

Lincoln-Douglas Debate

The Lincoln-Douglas Debate format selected for Bicentennial Youth Debate use consists of two individuals, one upholding a stated resolution and the other denying it. Each participant must be prepared to argue both sides of the proposition. In any debate, a student would be assigned one side to present, but in a later debate he/she may be required to defend the other side of the resolution. Full regulations for this as well as the other events will appear in the Bicentennial Youth Debate Guide. Sequence and timing of speeches follow:

Affirmative Constructive	8 minutes
Cross-examination by Negative	3 minutes
Negative Constructive	10 minutes
Cross-examination by Affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	4 minutes

Each participant will be alloted six minutes of preparation time during the event. Thus, total time per contest is fifty minutes.

At the conclusion of the debate, a judge will vote for the individual who did the better job of debating. Criteria to be used in evaluating the speakers are:

1. Organization and Delivery
2. Analysis of the Resolution
3. Argument and Proof
4. Refutation and Rebuttal
5. Understanding of History

Extemporaneous Speaking

Each contestant will draw three topics from a broad topic area and choose to speak on one of the three. Both the broad topic area and all specific extemporaneous topics will be available to participants in the Bicentennial Youth Debate Participant Guide and the Topic Analysis. The participant will have thirty minutes to prepare the speech. At the conclusion of the preparation time, the student will have a maximum of seven minutes for the delivery of the speech. Following the speech, there will be a three minute questioning period with the judge(s) asking the speaker questions about the content of the speech.

Criteria to be used in evaluating the speakers are:

1) Presentation and Delivery
2) Analysis of Issues
3) Understanding of History
4) Organization and Specificity

Persuasive Speaking

Each participant will deliver an oration on a subject within the broad topic area distributed by the Bicentennial Youth Debate. The speech must be the original work of the student. The maximum time for the speech is ten minutes. The student may speak with or without a manuscript.

Criteria to be used in evaluating the speakers are:

1) Presentation and Delivery
2) Choice of Topic
3) Analysis of History
4) Organization of Issues

Eligibility to Participate

Anyone who is enrolled in grades nine through twelve is eligible to participate in any of the high school Bicentennial Youth Debate programs, and may qualify for any one event beyond his school level. Ninth graders may participate in the school events at the high school which they will be attending.

Qualification to Levels

1) Each school will determine one entry in each of the three events who then will participate in the District event.
2) Each District will determine one winner in each of the three events who will then be eligible to participate in the Sectional event.
3) The winner of each event at the Sectional Level will qualify to participate in the Regional events. The South Florida Section includes twelve districts (7 Dade, 3 Broward, 2 Palm Beach). The Sectional events will be held in Dade County.

4) The winner of each event at the Regional Level, to be held in Atlanta, Georgia, will be named a national winner and will participate in the National events in Washington, D. C., in June, 1976. There are eight Regions, and Florida is in Region IV, along with Georgia, Alabama, Mississippi, Tennessee, South Carolina, and North Carolina.

BYD SCHOOL CONTACT PERSONS

Coral Gables	Mrs. Bunny Gillen
Hialeah	Mrs. Rolleen Pollack
Hialeah-Miami Lakes	Mrs. Judy Altman
Miami Beach	Mr. Ralph Carey
Miami Carol City	Mrs. Harriet Miller
Miami Central	Mrs. Ann Farabee
Miami Coral Park	Mr. Vincent Maury
Miami Edison	Mrs. Joan Kobrin
Miami Jackson	Mr. James Nation
Miami Killian	Mr. Norman Rogers
Miami Norland	Mr. Andy Navarro
Miami Northwestern	Mr. Sam Daniels
Miami Palmetto	Mr. John Kuntz
Miami Senior	Mr. Tom Dunthorn
Miami Springs	Mr. Sylvan Seidenman
North Miami	Mr. Carl Bleiweiss
North Miami Beach	Ms. Dee Scarr
South Dade	Mr. Marv Schneider
South Miami	Mrs. Lani Dunthorn
Southwest Miami	Mrs. Susan Wilson
Douglas MacArthur North	Mr. John Hackling
Douglas MacArthur South	Mr. Robert Carroll

CITIZEN '76/AMERICAN ISSUES TEACHER MASTER LOG

Name of Student_____ Final Grade_____

Student Number_____

1. Citizen '76/American Issues
   Television Program (1)
2. Citizen '76/American Issues
   Television Program (2)
3. a. Our Story (1)
      Our Story (2)
   b. AIF Radio Program
4. a. Book (1)
   b. Book (2)
5. a. Monthly Activity (1)
   b. Monthly Activity (2)
6. Activity chosen from Group three
   a. Attendance and participation in two of the monthly topic forums, seminars or workshops or attendance and/or participation in at least two Citizen '76/American Issues Television Programs.
      Completed_____yes_____no If yes: Date completed _____
   b. Participate, etc. (see sheet)

Evaluation

MONTHLY ACTIVITY LISTS

I. A NATION OF NATIONS

Goal: Through the completion of one or more of the following activities, the student will gain a better understanding of the multi-cultural nature of the American people.

A. Research the ongoing debate as to whether Greater Miami and/or the U. S. as a whole can best be described as a "melting pot" or a "salad bowl". Include the following in your analysis. Is "One out of many" a proper depiction of the American people?

The outcome of this activity should be one of the following:

1. Write a statement of at least 500 words which sums up your analysis of the above.
2. Stage a classroom debate in which you support the melting pot (affirmative stand) or salad bowl (negative stand) idea and one of your peers debate the other side. Use the following time allotments:

Affirmative Constructive	4 minutes
Cross-Examination by Negative	2 minutes
Negative Constructive	4 minutes
Cross-Examination by Affirmative	2 minutes
Affirmative Rebuttal	2 minutes
Negative Rebuttal	4 minutes
Affirmative Rebuttal	2 minutes

Class discussion and analysis for the remainder of the class period.

B. Prepare a presentation (oral, written, and/or visual) for your class and/or teacher of the contributions of one of the following to American life:

1. Afro-Americans
2. First Americans
3. Americans of a particular European descent
4. Americans of a particular Asian descent
5. Latin Americans
6. Jewish Americans

Acceptable presentations:

1. A collage with an accompanying written or veral explanation
2. A 500 word written statement
3. A slide presentation
4. A slide/tape presentation
5. An oral report of 10 minutes or more
6. A scrapbook with at least 50 entries
7. An alternative at the discretion of the teacher

C. Prepare a presentation (oral, written, and/or visual) for your class and/or teacher which depicts the following: "What is unique about the American character?" Acceptable presentations:

1. A collage with an accompanying written or verbal explanation
2. An original painting
3. A slide presentation

4. A slide/tape presentation

5. An oral report of 10 minutes or more

6. A 500 word written statement

7. An alternative at the discretion of the teacher

D. Study the immigration policies of the U. S. government from the first regulations in the nineteenth century to the present day. Based on the above study, prepare a class report or a written statement which answers the following questions:

1. What should be America's policy on immigration for the future?

2. Have immigration policies generally been discriminatory?

3. Has America always been a "land of opportunity" for immigrants?

4. Would America have progressed so far without these regulations?

5. Do Americans really have the moral right to limit immigration?

6. List as many contradictions as possible in our prior immigration policies.

E. Participate in the Miami International Folk Festival or a similar event by joining an ethnic club and participating in their activities and programs.

F. A substitute activity at the discretion of the participating teacher and/or department chairperson.

II. THE LAND OF PLENTY

Goal: Through the completion of one of the following activites, the student will analyze the ongoing conflict in American history between rural and urban growth and interests.

A. Prepare a presentation (oral, written, and/or visual) for your class and/or teacher which depicts: "Miami, the City of the Future". If the student is participating in the Miami Heritage and Horizon Contest, he should not be permitted to choose this activity. Acceptable presentations:

1. A 500 word written statement.
2. An oral report of 10 minutes or more.
3. A statistical and graphic analysis of Miami Now and a futuristic depiction of Miami in the Future.
4. A photographic display, accompanied by a written or oral explanation.
5. An alternative at the discretion of the participating teacher.

B. Stage a classroom debate on one of the following resolves, in which you are one of the participants.

1. The sprawling cities of America are the most threatening abusers of the land of plenty.
2. The people, not the government, own the land.
3. Ecology should be mandated rather than a part of our freedom of choice.

Use the following time allotments:

Affirmative Construction	4 minutes
Cross-Eximination by Negative	2 minutes
Negative Constructive	4 minutes
Cross-Exmination by Affirmative	2 minutes
Affirmative Rebuttal	2 minutes
Negative Rebuttal	4 minutes
Affirmative Rebuttal	2 minutes

Class discussion and analysis for the remainder of the class period.

C. Invite the varsity debate team from your school to debate this year's national topic before the class. The next day, you lead a class discussion about the resolved, the affirmative alternative to the status quo, how the negative defended the status quo, and your personal judgment as to which side presented the better case.

D. Become involved in the current debate concerning the future of the Everglades. Do research into the stands of both sides. Interview spokesmen from each side. Write a statement (at least 500 words) which analyzes the pros and cons; conclude with your opinion.

E. Become an expert on "Who owns the land in Dade County" by attending a total of at least 6 meetings of the following Metro Commission meetings and boards:

1. Zoning Board (the Metro Commission every other Tuesday)
2. Water Policy Task Force
3. Public Officials Coordinating Council and Transit Advisory Committee
4. Model City Administering Board
5. Developmental Impact Committee
6. HUD Advisory Board
7. Building and Zoning Construction Trades Qualifying Board
8. Pollution Control Hearing Board
9. Miami-Dade Water and Sewer Authority
10. Minimum Housing Appeals Board
11. Building and Zoning Unsafe Structures Board

Write a statement of 500 words as a summation or conclusion as to "Who owns the land in Dade County" based on your six visits to the above.

F. Read at least five magazine articles related to the problem of "Who Owns the Land" and write a summary of each one.

G. A substitute activity at the discretion of the participating teacher and/or department chairperson.

III. CERTAIN UNALIENABLE RIGHTS

Goal: Through the completion of one or more of the following activites, the student will gain insight into how the basic concepts of the Bill of Rights have evolved through court interpretation and the general changes in American life.

A. Make a presentation (oral, written, and/or visual) to your class and/or teacher on the following: "The influence of religion on American laws and life." Consider the following guide questions:

1. Is there such a thing as the Protestant ethic?
2. Do we really have separation of church and state?
3. How many statutes in the Florida penal code are directly related to canon law?
4. Do we really have freedom of religion?

B. Study the existing paradox which exists between the rights of each individual and society as a whole. Illustrate this paradox as it appears in each section of the Bill of Rights by a written and/or visual example.

C. The right to bear arms is and has been a very controversial issue. State a classroom symposium and/or large group session in which you interview a representative of the American Rifle Association and a person who is adamantly in favor of gun control. Several days in advance of this session, you should brief your classmates as to the existing arguments for and against both sides of the issue. Ask each of your peers to be prepared to ask two questions of each quest.

D. At what age can a person be assured that he or she is guaranteed unalienable rights? Gather data and opinions on this issue, and present an oral and/or a written report to your class and/or teacher. Use the following questions as guidelines:

1. Who has the right to decide on an abortion - a government, the mother-to-be, the father-to-be, a doctor? Does an unborn child have unalienable rights?
2. Is free, public education a right or a restriction? Does a student have the right to quit school according to his own choosing?
3. What has been and should be done about child abuse?
4. Examine the Dade County Public Schools student bill of rights and analyze it.

5. Are juveniles awarded an unfair balance of justice when they are dealt with under the existing juvenile court system?

E. Why has the Florida legislature continually voted down the Equal Rights Amendment? Review the pros and cons of the ratification of this amendment, and then actively work on one side or the other when the issue comes up for a vote in the next legislative session. (Refer to the video tape of the Citizen '76 program on this issue from March, 1975.)

F. Stage one or more classroom debates in which you participate on the following issues:

1. "All men are created equal." The meaning of this self-evident truth has changed beyond recognition.
2. The pledge of allegiance should be changed to read "...seeking liberty and justice for all" instead of "...with liberty and justice for all."
3. Minority group violence has hindered the quest for equality of opportunity.
4. Equal rights for minorities are an impossible dream so long as the majority rules.
5. Freedom of the press should be limited.

Use the following time allotments:

Affirmative Construction	4 minutes
Cross-Examination by Negative	2 minutes
Negative Constructive	4 minutes
Cross-Examination by Affirmative	2 minutes
Affirmative Rebuttal	2 minutes
Negative Rebuttal	4 minutes
Affirmative Rebuttal	2 minutes

G. Do governments have the right to legislate our morals? Research this issue by investigating such things as: state laws, local blue laws, Prohibition, laws regarding sexual behavior, recent Supreme Court decisions, etc.

The resulting activity should be one of the following:

1. A public opinion poll which you take personally, using questions which you compute the concluding data.
2. An expository written statement in which you strongly defend one side or the other of this issue (minmum 500 words).
3. A mini-unit of classroom study for which you write the objectives and, aided by your teacher, organize the class activities.

H. Study the Lee and Pitts Case. Were they given equal protection under the law? Prepare a written and/or oral report for your class and/or teacher in which you summarzie your viewpoint.

I. A substitute activity at the discretion of participating teacher and/or the department chairperson.

IV. A MORE PERFECT UNION: THE AMERICAN GOVERNMENT

Goal: Through the completion of one or more of these activities the student will receive practical experience in how our federal government functions.

A. Become actively involved in American Government by doing one of the following:

1. Serve as a volunteer to the League of Women Voters and become actively involved in their role of educating and registering Citizens '76. Learn the history, purpose, and functions of this organization.
2. Actively work for and promote a candidate's campaign prior to the Presidential Preference Primary in March, 1976.
3. Be a participant in Close Up '76, and share this experience with your classmates.
4. Become an active, working member of one of the major political parties. Work as a junior committee man or woman, work in the party headquarters as a volunteer, or become involved in some other related activity agreed upon by you, your teacher, and the representative(s) of the party you are working with.

5. Keep a chart and analysis of Congressional action and presidential response or the reverse on one or more crucial issues. Also, compare how various news media representatives report this particular issue. Correspond with your Congressmen and/or Senators as to this issue.

   Suggested issues:

   a. Energy and controls

   b. Campaign spending

   c. National health care

   d. Military spending

   e. Welfare reform

   f. Ecology

6. Organize a presidential preference primary for your class and/or school.

B. Study how the workings of the Congress have evolved since the ratification of the Constitution in 1789. Which practices and rules should be deleted, modified, or changed? Write a statement (500 word minimum) which illuminates this study.

   Suggested areas to consider:

   1. Seniority System

   2. Parliamentary form as an alternative

   3. Electoral College

4. Impeachment and the removal clause of the 25th Amendment
5. Equal representation by state in the Senate
6. Length of terms of Congressmen
7. Pork barrel, log-rolling, franking, Congressional immunity, expense accounts, junkets, etc.

C. Prepare to represent your school in the Dade County Student Constitutional Convention to be held tentatively in January, 1977, by doing the following:

1. Study the Constitution and the pending amendments now being considered by Congress or currently awaiting ratification by 3/4's of the states.
2. Organize a committee of classmates to assist you in polling the students at your school, the adults at your school, and the citizens in your community to find out how they feel the Constitution should or should not be changed.
3. Have your committee assist in compiling the above data.
4. Participate in the countywide steering committee which will plan and organize the Convention.

D. The debate between federalists and states' rightists is older than our country. Choose a committee and reenact some of these classic debates for your class:

1. Webster - Hayne
2. Lincoln - Douglas
3. Calhoun - Jackson
4. Hamilton - Jefferson
5. Issues relating to the Declaration of Independence
6. Issues relating to the Constitutional Convention

OR

Stage your own reenactment of what would happen if two contemporary Americans met to debate a current issue (national health care, busing, etc.) which has to do with the supremacy of the federal government over the states.

E. Stage a classroom debate in which you participate, on the following topic: Resolved: that the unchecked authority of the U.S. Supreme Court has continually upset the separated balance of powers.

Use the following time allotments:

Affirmative Constructive	4 minutes
Cross-Examination by Negative	2 minutes
Negative Constructive	4 minutes
Cross-Examination by Affirmative	2 minutes
Affirmative Rebuttal	2 minutes
Negative Rebuttal	4 minutes
Affirmative Rebuttal	2 minutes

F. A substitute activity at the discretion of the participating teacher and/or the department chairperson.

V. WORKING IN AMERICA

Goal: Through the completion of one or more of the following activites, the student will gain insight into the role or organized labor in American life.

A. Investigate the number and kinds of organized labor groups which are active in Dade County. What are the benefits of belonging to a union? Prepare a visual, graphic, and/or written analysis of your study to be presented to your class and/or teacher.

B. Attend the Sectional Event of the Bicentennial Youth Debates (to be held in Miami in February, 1976) and observe at least three rounds of the Lincoln-Douglas Debates. Secure a ballot and judge the rounds yourself. Report to your teacher about the analysis used and whether or not your decisions agreed with those of the judges.

C. Script an original play in which your characters represent various persons who were influential in the rise of organized labor. Cast the characters and present this drama for your class and teacher.

D. Learn the meaning and significance of the following terms related to labor-management relations. How have they been treated by federal legislation? Make a graphic or visual analysis of this study to be given to your teacher:

1. agency shop
2. closed shop
3. open shop
4. union shop
5. injunction
6. cooling-off period
7. right to work
8. featherbedding
9. arbitration
10. mediation
11. child labor
12. Yellow Dog Contract
13. collective bargaining
14. minimum wage
15. maximum hours
16. strike breaker
17. lock-out
18. slow-down
19. scab
20. strike
21. picket
22. compulsory arbitration
23. working men's compensation
24. trade union

E. This activity may be used for this monthly issue or for "The Business of America" but not for both. How does government regulation of business adversely and advantageously affect you as a citizen and Americans in general? Interview a leader in business and/or a member of the Greater Miami Chamber of Commerce and a leader from organized labor. Prepare a written and/or oral report to be presented to your class and/or teacher.

F. Read and report on the contributions of one or more of the following to the organized labor movement:

Joe E. Lewis

Samuel Gompers

James Hoffa

George Meany

Walter Reuther

G. A substitute activity at the discretion of the participating teacher and/or the department chairperson.

VI. THE BUSINESS OF AMERICA

Goal: Through the completion of one or more of the following activities the student will better understand the free enterprise system and its operation in the American economy.

A. Consumerism has become a major issue in American life for the obvious reason that the consumer has been the victim of many unfair practices. Become an expert on how you the consumer can protect yourself. What governmental services on the local, state, and federal levels are available to you? Prepare an oral and/or written report on your findings to be presented to your class and/or teacher.

B. Advertising or "Madison Avenue" obviously affects our lives. Investigate the evils and benefits of our American system of advertising. Report your study in one of the following ways:

1. A scrapbook of pictures and written descriptions of every type of advertising you can find. Include an analysis of the effectiveness of each type.
2. A slide/tape show which has the same purposes as number 1.

C. Study the workings of the New York or American Stock Exchange by pretending that you are in the following hypethetical situation:

1. You have $ 50,000 to invest in the market.
2. You must buy at least three Blue Chips.
3. You must investigate the pros and cons of mutual funds.
4. How will you choose your broker?
5. Keep a daily record of the gains and losses of your imaginary stocks over an eight-week period.
6. Any decisions to buy or sell suddenly should be included.

Prepare a log and report on the above exercise for your class and/or teacher.

D. Become a "junior Ralph Nader" by learning about the federal regulatory agencies. Use the following as a guide for this activity:

1. Read one of Ralph Nader's books.
2. Read a book or magazine article which attacks Nader's stands.
3. Learn how and when the regulatory agencies were created and what their functions are.
4. Over an eight-week period, collect newspaper and magazine articles which expose the actions and findings of the regulatory agencies.

Prepare a written and/or oral report of your findings to be presented to your class and/or teacher.

E. You are starting your own business. Decide what type of business this will be (i.e.: medical, legal, retail sales, etc.). Decide whether it would be more advantageous to establish an entrepreneurship, a partnership, or a corporation. Consider the following criteria before making your decision, and be sure to consider the advantages and disadvantages of each type of business organization.

1. Liability for accidents, suits, malpractice, and other legal actions
2. Initial capital
3. Division of profits
4. Expansion of business
5. Longevity of business
6. Decision-making
7. Tax burden
8. Government regulation
9. Personal security and liability

Prepare an oral and/or written report which gives the reasons for your decision to be given to your class and/or teacher.

F. Prepare a written and/or oral statement to be presented to your class and/or teacher which analyzes the following statement: "The planned economy during the two World Wars: How well did it work? Would it work as well in peactime?"

G. (This activity may be used for this monthly issue or for "Working in America" but not for both.) How does government regulation of business adversely and advantageously affect you as a citizen and Americans in general? Interview a leader in business and/or a member of the Greater Miami Chamber of Commerce and a leader from organzed labor. Prepare a written and/or oral report to be presented to your class and/or teacher.

H. Invite local businessmen to come to your classroom to discuss their ideas on the "Business of America." Prepare a summary report to be presented to your teacher.

I. A substitute activity at the discretion of the participating teacher and/or the department chairperson.

VII. AMERICA IN THE WORLD

Goal: Through the completion of one or more of the following activities the student will probe the future of America's posture in the world by analyzing her past and present policies and involvement in world affairs.

A. Many people feel that the U.S. should return to a policy of isolationism. How would this affect the lives of individual Americans? Write a statement (minimum 500 words) in which you discuss the pros and cons of returning to isolationism and conclude with your opinion.

B. What is detente? Will it be effective? Does this mean that we should relax our efforts in such areas as defense spending and the space race? Prepare a statement (oral and/or written) to be presented to your class and/or teacher in which you discuss this issue.

C. Choose a specific current issue related to American foreign policy, and read about it in at least four separate publications (Time, Newsweek, U. S. News and World Report, The Miami Herald, The Miami News, The Miami Times, New York Times, Business Week, etc.). Prepare a written and/or oral presentation to be presented to your class and/or evaluating teacher.

D. Listen to and observe the various news commentators on radio and television. Study their style of speaking - rate, pacing, vocal inflection, etc. Teach yourself to be a radio news announcer by writing your own news scripts (U. S. foreign affiars subjects) and recording them. Learn to report the following types of programs:

1. general news coverage
2. documentary
3. feature story
4. editorial

Compare your news coverage with that of the experts by recording their coverage of the same news items as well as yours. Present these tapes to your teacher and/or a speech teacher in your school to be critiqued.

E. Analyze the image of America in the world by answering the following questions in a presentation (oral, written, and/or visual) to your class and/or teacher.

1. What is "The American 'Dream' Among Nations"?
2. Is America truly "A Nation Among Nations"?
3. Does the "Big Stick" label still impair our relations with other nations?
4. Is the U. S. really a "Big Brother" to Latin American nations?

5. Why are American tourists shunned in many foreign countries?

6. What did J. William Fullbright mean by his title The Arrogance of Power?

7. Is the U.S. government more concerned with the welfare of the needy at home?

8. What changes should be made during the third century to protect America in the world balance of power?

F. A substitute activity at the discretion of the participating teacher and/or the department chairperson.

VIII. GROWING UP IN AMERICA

Goal: Through the completion of one or more of the following activities the student will examine the sociological aspects of America past, present, and future.

A. A free public education has been a part of "Growing Up in America" from the dawn of our country. Become involved in the administrative processes of Dade County Public Schools by attending and/or viewing on television the weekly meetings of the Dade County School Board. Write weekly observations of the issues and how they are debated and voted upon. Report your results to your class and/or teacher.

B. The future of the traditional American family structure is being questioned by many sociologists and other scholars. Research what the futurists are suggesting will be the alternatives to this basic structure. Prepare a written and/or oral presentation for your class and/or teacher based on this research.

C. Become involved in your community by actively participating in your municipal government. Attend meetings and observe the various segments of municipal government at work. Log your visits and be prepared to report on them to your class and/or teacher.

D. Become involved in the ongoing debate about the future of education in Dade County by investigating whether we should return to traditional schools or continue with alternative and experimental concepts. Read the available educational journals, interview teachers and administrators, and poll students and representatives from the general community. Present an oral and/or written report to your class and/or teacher in which you evaluate each stand and conclude with your opinion.

E. Attend the seminar, Family in the Year 2001, during the summer quinmester of 1976. Report the results and your observations to your class and/or teacher.

F. Visit an alternative school. Observe the method of operation and compare and contrast this with the experiences of the student in the public school system.

G. Write a play or act out an improvisational non-scripted drama in which a committee of students will portray a day in the life of the American family in the year 2000. Divide the class into five or six groups or families so that the class will then be able to view different interpretations of this activity.

H. A substitute activity at the discretion of the participating student and/or the department chairperson.

IX. LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS

Goal: Through the completion of one or more of the following activities the student will gain an awareness of the different points of view toward contemporary life in American society.

A. Organize a public opinion poll in which you secure reactions to the following: "How will sex roles change by the twenty-first century?" Devise your own format, questions, and style. Do research as to how polls are taken, what criteria and bases such as demographic factors are used, etc. Present the compiled data in written and/or oral form to your class and/or teacher.

B. Select five successful persons who are prominent in Greater Miami and analyze how they achieved their successes. Consider the following criteria (however, you may certainly add your own):

1. Horatio Alger image
2. Success based on economic wealth
3. Rugged individualism
4. Social class
5. Ethnic/racial background
6. Political affiliation
7. Humanitarian deeds
8. Charisma/public appeal
9. Sex

Prepare a written, visual, and/or oral presentation of your results.

C. Stage a classroom debate in which you participate on following: Resolved: that America is no longer a "land of opportunity" for most of its citizens.

Use the following time allotments:

Affirmative Constructive	4 minutes
Cross-Examination by Negative	2 minutes
Negative Constructive	4 minutes
Cross-Examination by Affirmative	2 minutes
Affirmative Rebuttal	2 minutes
Negative Rebuttal	4 minutes
Affirmative Rebuttal	2 minutes

D. How have American viewpoints toward the meanings of the terms "life, liberty, and the pursuit of happiness" evolved in the past two hundred years? Prepare an oral and/or written presentation of this subject to be given to your class and/or teacher.

E. The values of American society have obviously evolved over the past two hundred years as to points of concentration and interpretation of meaning. Answer the following questions related to where we stand now and where we seem to be headed in the next hundred years:

1. "The poor in America" will this always be an American nightmare?"
2. "The American Bicentennial: Has age bred wisdom?
3. America: Is it a land of opportunity for all?
4. Do all Americans share the guarantees of life, liberty, and the pursuit of happiness?
5. What would the founding fathers think if they were here now?

F. A substitute activity at the discretion of the participating teacher and/or the department chairperson.